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ABSTRACT

In order to obtain an updated profile of the student population of the City College of San Francisco (CCSF), day and evening students were surveyed. Of the 15,297 students surveyed during registration for day classes, 9,295 (62.8%) responded; and unduplicated responses were obtained from 7,044 (65.7%) of the 10,718 students registered for evening classes. The survey instrument solicited information on students' major, sex, age, race, citizenship, veteran status, means of transportation, residence, highest degree obtained, college choice, educational goal, course load, previous CCSF attendance, educational plans, employment status, intended use of student services, rating of instruction, and family income. The study revealed that there was a continuing increase in the percentage of females, a slight increase in student age, and a continuing increase in minority group representation. Transferring to a four-year school remained the primary goal among students, and the absence of tuition was more than ever the dominant variable in their decision to attend CCSF. More students were working full-time while pursuing their education, and, as a consequence, were carrying lighter unit loads. Career guidance and educational planning were the two student services that students most frequently intended to use. The study report illustrates trends in the responses to each questionnaire item, looking at responses of day and evening students to 1976, 1978, and 1980 surveys. The questionnaire is appended. (Author/AYC)

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ED206357

STUDENT INFORMATION QUESTIONNAIRE

CITY COLLEGE OF SAN FRANCISCO

FALL 1980

JC 810503

Prepared by

The Office of Testing and Research

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1. Student Information Questionnaire - Introduction.

The purpose of this study is to provide a continuing updated profile of the student population of City College of San Francisco: who they are, where they come from, their educational backgrounds, academic aspirations, and the support services they require to fulfil these aspirations.

In general, among students surveyed in 1980, there is a continuing increase in the percentage of females, a slight increase in the age of students, and a continuing increase in minority group representation. Only about two-thirds of all students were born in the United States. With some few exceptions, increasing numbers of students come from neighborhoods relatively close to the campus and there is decreasing reliance on the automobile as a means of reaching the college.

Transferring to a four-year school remains the primary educational goal among students, and the absence of tuition is more than ever the dominant variable in their decision to attend City College. More students are working full-time while pursuing their education and, as a consequence, are carrying lighter unit loads. Career guidance and educational planning are the two most frequently mentioned Student Services, but over the period of these surveys the percentages of students who express independence from any student services are increasing.

This report contains the results of the third biennial survey of City College students. As was the case with the previous surveys conducted in Fall 1976 and Fall 1978, day students were surveyed at the time they registered for classes. They were encouraged to cooperate, but it was made clear that participation in the survey was not a condition of registration. From 13 August to 2 September, 1980, 8,968 of the 14,281 (62.8 %) students registering for day classes did respond. Of the 1,016 students who registered during the period for changing classes, between 5 and 19 September, an additional 327 survey forms were obtained, so that a total of 9,295 surveys were processed, representing 60.8% of a total enrollment of 15,297 day students. (See Appendix, Table A-1) That the sample, although completely voluntary, was acceptably representative is indicated in Table 1 (below) where survey data are compared with the Registrar's Census data, and it is evident
that even among sub-categories, discrepancies rarely exceed two percentage points.

that even among sub-categories, discrepancies rarely exceed two percentage points.

	S.I.Q. Sample (N = 9,295)			C.C.S.F. Census (N = 15,297)		
Age	Males	Females	Total	Males	Females	Total
65 or over	0.4	0.7	0.6	0.4	0.9	0.6
55 - 64	0.9	1.8	1.4	0.9	1.9	1.4
45 - 54	1.1	3.0	2.1	1.2	3.2	2.3
35 - 44	4.5	6.5	5.5	3.8	6.4	5.1
30 - 34	8.9	9.2	9.0	6.8	8.2	7.5
25 - 29	15.5	13.8	14.6	17.3	17.0	17.1
21 - 24	24.2	20.6	22.3	24.1	19.9	21.9
20	11.4	10.6	11.0	11.2	10.2	10.7
18 - 19	27.6	27.7	27.6	30.2	27.7	29.0
Under 18	5.5	6.2	5.8	4.0	4.6	4.3
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1.

Evening students were surveyed in the classroom during the fourth and fifth weeks of the Fall semester. Of the 571 classes held on or off campus, surveys were obtained from 512 (89.7% of all classes). 10,884 evening surveys were processed, but since some students were taking more than one class, these represented 7,044 unduplicated responses, or 65.7% of the 10,718 students registered in Evening classes. A comparison of the sample data with the Registrar's Census figures is given in Table 2.

	S.I.Q. Sample (N = 7,044)			C.C.S.F. Census (N = 10,718)		
Age	Males	Females	Total	Males	Females	Total
65 or over	0.9	0.5	0.7	0.5	0.4	0.5
55 - 64	3.0	3.1	3.1	2.8	2.3	2.5
45 - 54	8.0	7.3	7.6	6.9	6.9	6.9
35 - 44	15.9	16.6	16.2	14.1	14.8	14.5
30 - 34	19.3	18.3	18.8	17.0	15.5	16.2
25 - 29	27.2	25.7	26.4	32.2	30.0	31.0
21 - 24	17.7	19.3	18.6	17.2	19.1	18.2
20	3.4	3.8	3.6	3.0	3.8	3.4
18 - 19	3.9	4.8	4.4	5.7	6.9	6.3
Under 18	0.7	0.6	0.6	0.6	0.4	0.5
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 2.

While agreement between the sample data and the population figures is not as strong as that shown in Table 1, the typical sample descepancy is in the order of two percentage points or less. Evening samples are a reflection of attendance during the fourth or fifth week of the semester, whereas the Registrar's figures indicate the active enrollment at that time.

There are distinct normative differences between day and evening students at City College; for this reason, the response patterns of the two segments are shown separately. Figures for the College total have been appropriately weighted.

As a loose rule of thumb, one percentage point in the total day figures can be construed as representing approximately 150 students . For the evening, a percentage point represents approximately 105 students. For example, where S.I.Q. data indicate that 48.9 % of day students are males, the approximate day male enrollment could be assumed to be around 7,335 (150 x 48.9). The actual figure for Fall 1980 was 7,137.

This brief overview cannot begin to exhaust the variety of important interactions among the variables contained in these data. Persons wishing more precise information in any of the areas included in this survey are invited and encouraged to make requests for amplification of any of these items to the Office of Testing and Research.

2. Response Patterns - Fall 1976 to Fall 1980.

The following pages give the response patterns of the current survey, as well as those of the previous years. The exact wording of each item as it appeared in the 1980 survey is given *, followed by a table of the percentages of responses to the alternatives, and a brief discussion of the item as well as a report of what appear to be the most significant features.

In addition, where appropriate, the outcomes are represented graphically, partitioned over the total distribution of 100 percent. The graphic representations aid in placing the tabled figures in perspective. Minor fluctuations in percentage points are barely discernable. A change of one percentage point is, after all, only a change of one one-hundredth of the whole. On the other hand, trends in the data are enhanced when represented graphically. The graphs also accentuate, regardless of the year, the distinct differences between the composition of day and evening classes on almost every variable.

Considerable discretion must be used in reporting trends from these tables, since the nature of the questions and the available alternatives for responses have not been consistent over the three survey forms. Some changes are likely due, at least in part, to these changes rather than significant shifts in City College student population. It is advisable to pay careful attention to the many asterisks and pound signs inserted in the tables indicating changes in the content of the item over the three survey periods.

* A facsimile of the 8 1/2" x 14" survey form is appended, page 36.

A. Sex

1. male 2. female

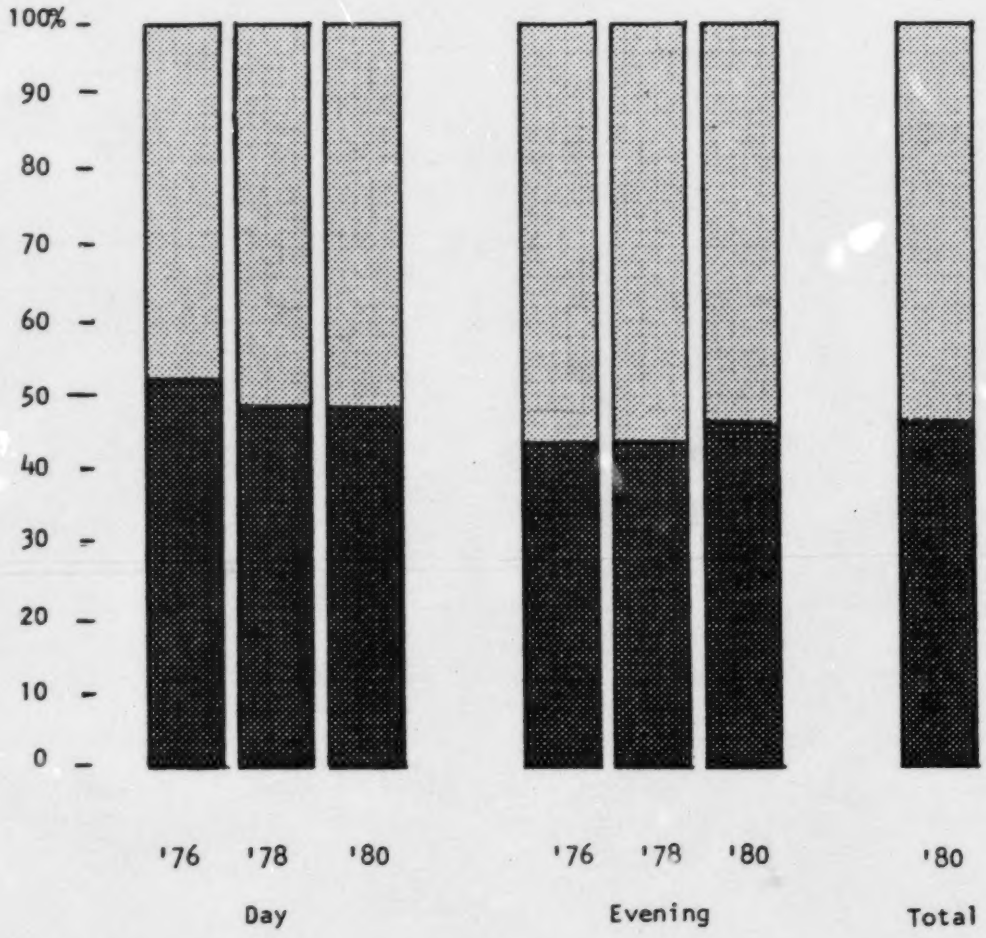
	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
Male	52.5	49.4	48.9	44.6	44.4	45.6	47.5
Female	47.5	50.6	51.1	55.4	55.6	54.4	52.5
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

In the initial Fall enrollment at City College in 1935, of the 1,470 students registered, 61.7 % were males. With the exception of the war years, specifically, from Fall 1943 through Spring 1946, males have invariably exceeded females in day class enrollment. After having achieved parity in Fall 1978, the clear female majority in Fall 1980 consitutes an historic reversal in the sexual composition of the day student body.

Among most minority groups enrolled in day classes, including the Chinese, Latino, Filipino, and Southeast Asian, there are more male than female students. The overall higher percentage of females enrolled is almost completely attributable to the preponderance of females among Blacks and in the large White enrollment.

Distribution by Sex of City College Day and Evening Students

Fall 1976 to Fall 1980



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B. Age (at last birthday)

1. under 18 3. 20 5. 25-29 7. 35-44 9. 55-64
2. 18-19 4. 21-24 6. 30-34 8. 45-54 0. 65 or older

	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
65 and over	0.2	0.5	0.6	0.5	0.4	0.6	0.6
55 - 64	0.5	0.9	1.4	2.5	3.2	3.1	2.1
45 - 54	1.3	1.7	2.1	8.2	8.1	7.6	4.4
35 - 44	3.8	4.4	5.5	15.0	15.4	16.3	9.9
30 - 34	21.4	22.8	9.1	45.2	46.5	18.8	13.1
25 - 29	*	*	14.6	*	*	26.4	19.5
21 - 24	33.4	21.4	22.4	23.3	18.7	18.6	20.8
20	#	11.1	11.0	#	3.4	3.6	7.9
18 - 19	39.4	29.9	27.5	5.3	3.8	4.4	18.0
Under 18	**	7.3	5.8	**	0.5	0.6	3.7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Median Age	21.6	21.3	22.0	29.7	30.1	29.3	25.1

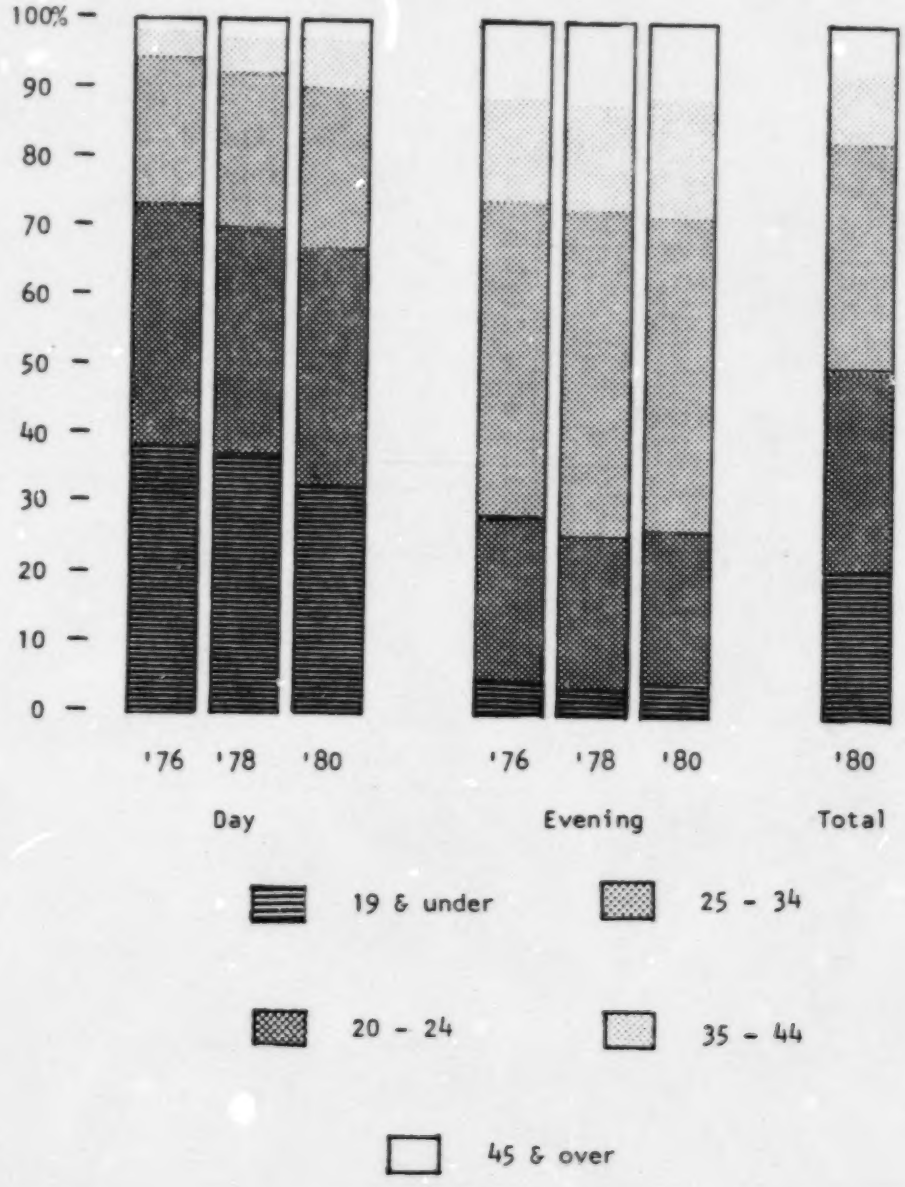
* 25 - 34 in 1976 and 1978.
\# 20 - 24 in 1976.
** 19 and under in 1976.

City College day students surveyed in Fall 1980 are older than those sampled in previous years. The median age is now twenty-two years and there is evidence of slight increases in numbers of every age group measured over 21. Evening students do not reflect this increase in age. The median age has decreased and the figure presents a picture of relative stability for the period studied.

As has been true in the past, students identifying themselves as white are on the average four years older than the members of minority groups. The median age for white day students is 24.9 years, while three-quarters of Chinese and Filipino day students are 23 years old or younger. Two-thirds of all day students 45 and older are white. Seventy percent of all day students over 45 are female.

Age Distribution of City College Day and Evening Students.

Fall 1976 to Fall 1980



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C. Race or ethnic background

1. Alas.Nat./Amer.Ind.
2. Black(not Hispanic)
3. White(not Hispanic)
4. Hispanic/Latino/Chicano
5. Chinese
6. Filipino
7. Japanese
8. S.E. Asian
9. Other Asian/Pac.Islander
0. Other(specify)

	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
Alaskan Nat./ Amer.Ind.	1.2	0.9	0.7	1.0	0.8	0.7	0.7
Black	12.1	13.8	11.9	13.3	13.0	11.2	11.6
White	38.2	37.2	35.0	51.3	48.0	47.3	40.1
Latino	8.2	8.6	10.6	8.5	8.3	9.4	10.1
Chinese	26.3	24.2	24.1	12.9	15.7	16.7	21.1
Filipino	6.5	7.0	7.5	8.5	8.0	8.0	7.7
Japanese	2.7	2.1	2.1	1.5	1.5	1.9	2.0
S.E. Asian	1.3	1.6	2.0	0.7	1.1	1.1	1.6
Other Asian/ Pac. Isl.	*	*	2.7	*	*	1.4	2.2
Other	3.5	4.6	3.4	2.3	3.6	2.3	2.9
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

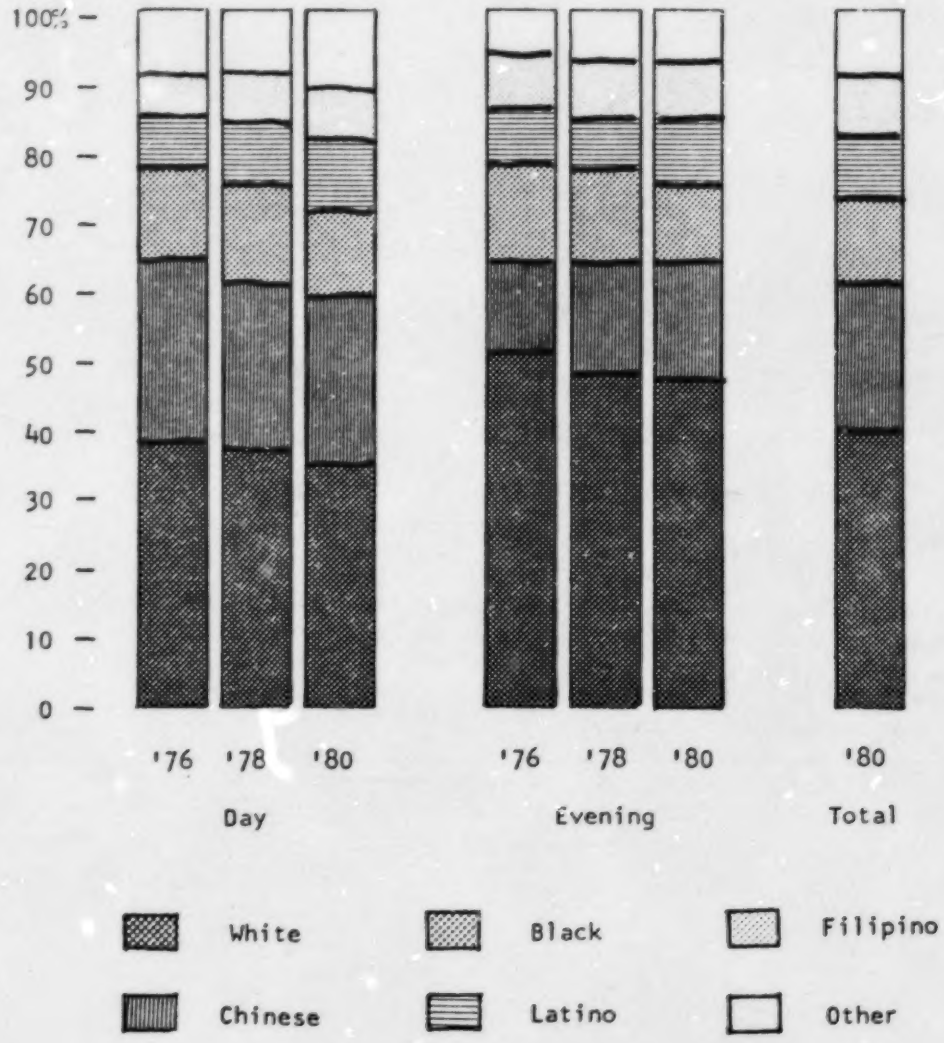
* Included in "Other" in 1976 and 1978.

Among both day and evening students, the proportion identifying themselves as white is steadily decreasing, so that at present, barely one-third of day students are so identified. Latino and Southeast Asian groups show gains in both day and evening enrollment. The growth of the Chinatown Center (where almost seventy-five percent of the students are Chinese,) is indicated by the large increase of Chinese students in evening classes.

The diversity of the ethnic composition of the City College student body continues to provide the most dramatic variable measured by the S.I.Q. Ethnic groups differ with regard to most areas included in the survey, whether it be basic demographics, such as sex, age, place of residence, or whether it pertains to academic background and academic goals.

Ethnic Distribution of City College Day and Evening Students.

Fall 1976 to Fall 1980



RCM

D. Citizenship status

1. U.S. citizen-native born
2. U.S. citizen-naturalized
3. Permanent resident(green card)
4. refugee-parolee-S.E.Asia
5. refugee-parolee-U.S.S.R.
6. refugee-parolee-Central, S. America
7. refugee-parolee-other
8. visitor visa
9. student visa(I-20)
0. other visa(specify)

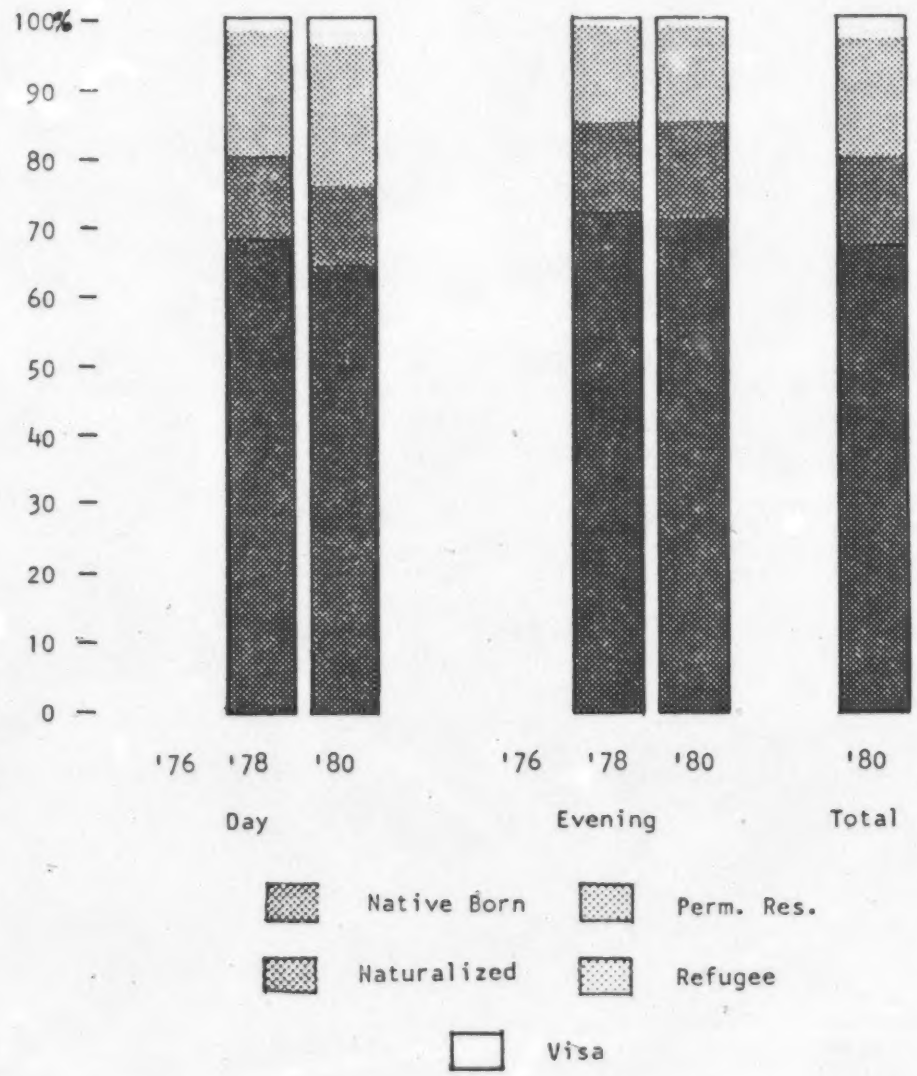
	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
Native U.S.	79.7	67.6	64.1	87.9	72.2	70.8	66.9
Naturalized	*	11.7	12.3	*	13.2	14.1	13.0
Perm. Resident	16.8	18.0	19.7	11.5	13.7	14.1	17.4
Refugee	1.5	0.9	2.1	0.3	0.6	0.6	1.6
Visitor Visa	-	0.3	0.1	-	0.1	-	-
Student Visa	1.5	1.2	1.3	0.1	0.1	0.2	0.8
Other Visa	0.5	0.3	0.4	0.2	0.1	0.2	0.3
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* "Naturalized" included with Native U.S. in 1976.

The percentages of naturalized citizens and, especially, permanent residents have increased steadily at the expense of the percentage of native born students who now constitute barely two-thirds of the total enrollment. Although they are still a relatively small component of the student body, the percentage of refugees is increasing, and thirty percent of Southeast Asian day students place themselves in a refugee status.

Citizenship Status of City College Day and Evening Students.

Fall 1978 and Fall 1980



RCH

E. I am a U. S. military veteran

1. prior to Vietnam
2. Vietnam era
3. post-Vietnam
4. no U.S. military service

	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
Pre-Vietnam	*	*	1.8	*	*	5.1	3.2
Vietnam	10.0	7.6	3.8	19.1	16.1	7.2	5.3
Post Vietnam	*	*	2.4	*	*	2.1	2.3
Non-veteran	90.0	92.4	92.0	80.9	83.9	85.6	89.2
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Only 'veteran' versus 'non-veteran' in 1976 and 1979.

Slightly more than one in ten of City College students claims U. S. military experience. About ten percent of these veterans are females. The veterans at City College are predominately white or black, and tend to fall in the 35 to 44 year age group.

F. I usually get to my City College classes mainly by

1. car,I drive
2. car as passenger
3. bus/streetcar
4. BART
5. bicycle
6. walking
7. motorcycle
8. other

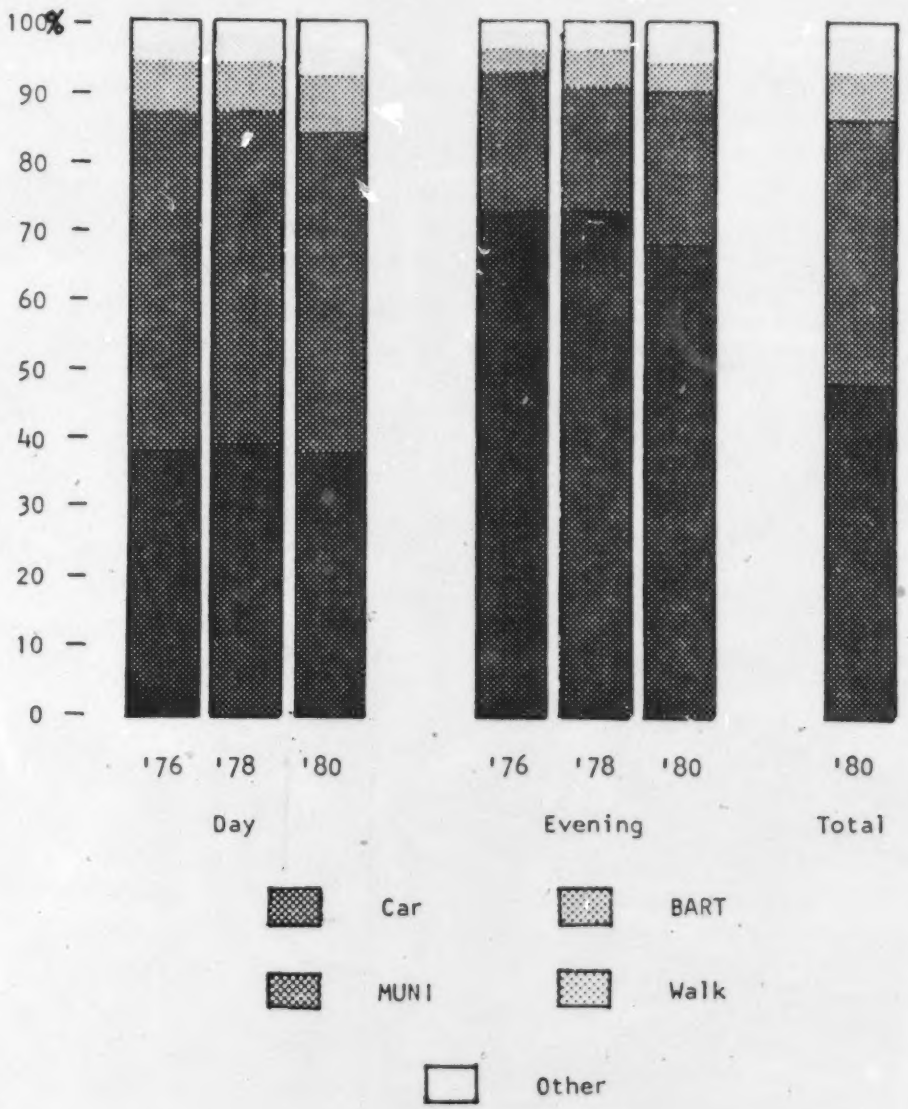
	Day			Evening #			Total
	'76	'78	'80	'76	'78	'80	'80
Drive car	36.5	35.8	35.4	69.4	63.7	60.1	43.9
Car passenger	1.3	2.8	2.9	3.5	9.3	8.0	4.7
MUNI	49.3	47.5	46.4	19.6	17.9	22.4	38.2
BART	6.5	7.1	7.8	3.3	4.6	4.4	6.6
Bicycle	*	0.7	1.1	*	0.2	0.5	0.9
Walk	3.2	4.0	4.3	2.7	3.0	3.2	3.9
Motorcycle	*	1.6	1.6	*	0.9	1.1	1.4
Other	3.2	0.5	0.5	1.5	0.4	0.3	0.4
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Excludes off-campus classes in Evenings.
* Data not available for 1976.

The graph to the right does not discriminate between the utilization of a car by the driver and that of a passenger, and consequently does not reflect the increase in car-pooling that has occured for the past two years. Despite the energy 'crunch', utilization of MUNI by day students is decreasing. However, one in five evening students now uses this means to reach the campus.

Primary Mode of Transportation of City College Students.

Fall 1976 to Fall 1980



G. During this semester I will live

1. with my spouse
2. as a single parent
3. with my parent(s)
4. with other relative(s)
5. with friend(s)
6. by myself

		Day			Evening		Total
	#	'78	'80	#	'78	'80	'80
W/ spouse		11.2	13.2		30.8	30.6	20.3
Single parent		*	4.7		*	5.7	5.1
W/ parent(s)		50.1	47.3		14.8	17.4	35.0
W/ relative(s)		5.0	5.3		4.9	4.5	5.0
W/ friends		13.2	12.8		15.1	14.7	14.4
By myself		20.5	16.7		34.4	25.1	20.2
		100.0%	100.0%		100.0%	100.0%	100.0%

\# Item not used in 1976.
* Not asked in 1978.

The percentage of students who report that they live alone has dropped. Some of this reduction can be attributed to the inclusion of the alternative "Single parent".

H. In the United States, the highest diploma, certificate or degree I have received is

1. education not in the U.S.
2. did not complete elimentary school
3. elementery school
4. high school
5. G.E.D. or Proficiency Cert.
6. occupational certificate
7. community college(AA or AS)
8. college or university(BAorBS)
9. post graduate (MA, PhD, MD...)

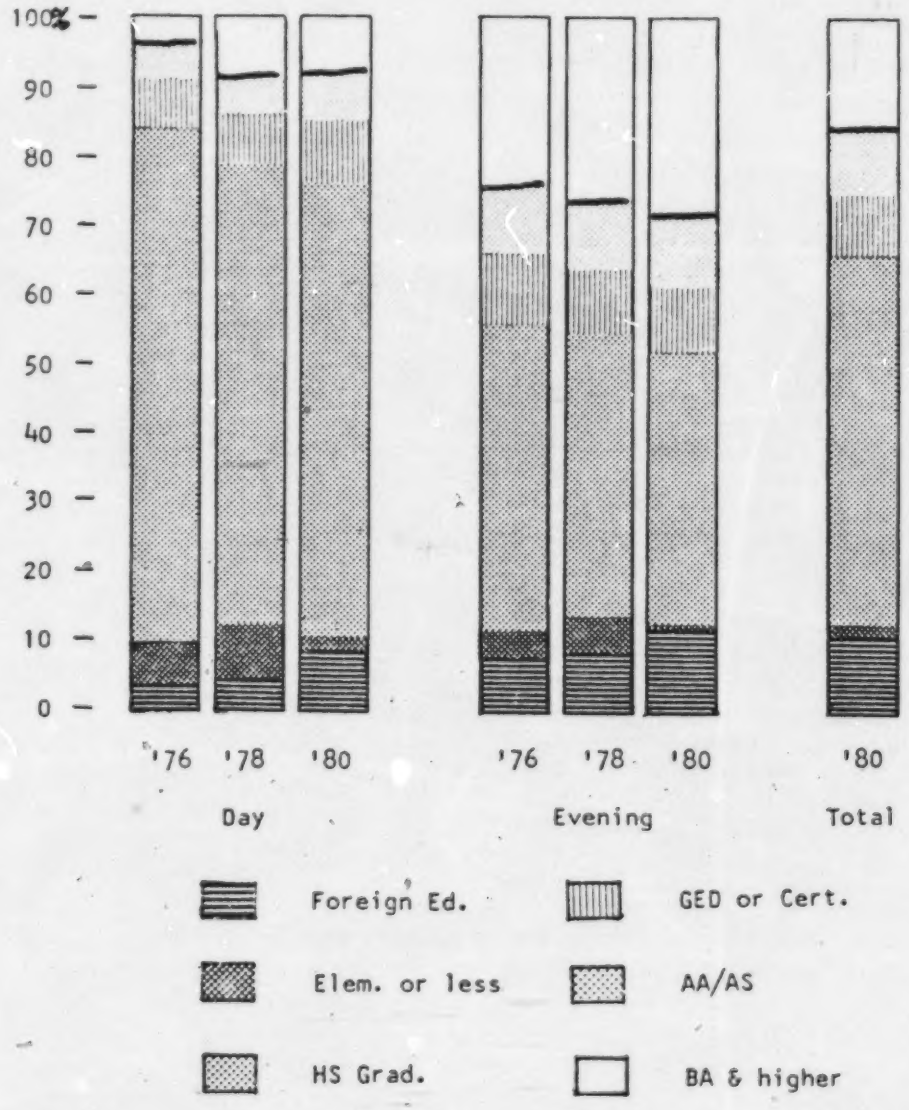
		Day			Evening		Total
	'76	'78	'80	'76	'78	'80	'80
Foreign Ed.	4.0	5.1	9.4	7.6	8.5	12.0	10.5
None #	4.3	6.4	0.4	3.1	4.0	0.2	0.3
Elementary	1.9	1.4	1.6	0.6	0.6	0.6	1.2
High School	74.2	66.1	64.6	44.6	41.0	39.5	54.3
G.E.D.	3.4	3.8	5.3	3.2	3.1	3.0	4.3
Occup. Cert.	3.0	3.1	3.5	7.1	6.3	5.8	4.4
A.A./A.S.	4.9	5.8	7.3	9.9	10.4	10.6	8.7
B.A./B.S.	3.6	6.8	6.5	18.6	18.8	21.2	12.6
Post Grad.	0.7	1.5	1.4	5.3	7.3	7.1	3.7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

\# This alternative stated "None" in 1976 and 1978.

The increased numbers of students who identify themselves as having been educated in a foreign country, as well as the increasing numbers reporting post secondary degrees, have greatly reduced the percentages of those with only a high school diploma obtained in the United States among both day and evening students.

Highest U. S. Diploma Held by City College Day and Evening Students.

Fall 1976 to Fall 1980



RCM

I. My main reason for choosing City College instead of other colleges was

1. parent advised
2. high school advised
3. CCSF student recommended
4. to live at home
5. no tuition
6. special programs available
7. friend(s) go here
8. CCSF publicity
9. other (specify)

	Day		Evening		Total
#	'78	'80	#	'78	'80	'80
Parent advised	4.6	3.2		0.8	1.0	2.3
H.S. advised	4.7	4.6		1.0	1.1	3.2
CCSF student recommended	*	6.0		*	3.4	4.9
Live home	7.0	11.2		1.6	6.0	9.0
No tuition	31.2	38.0		40.8	50.4	43.1
Programs	22.5	20.4		29.6	24.5	22.1
Friends go	2.8	3.9		1.3	1.9	3.1
Publicity	*	3.6		*	3.4	3.5
Other	27.2	9.1		24.9	8.3	8.8
	100.0%	100.0%		100.0%	100.0%	100.0%

\# Item not used in 1976.
* Alternative not used in 1978.

The current focus on the issue of tuition undoubtedly is reflected in the very large increase in percentages of both day and evening students who cite lack of tuition as the primary reason for selecting City College from among the many post-secondary institutions in this area. Half of the evening students, many of whom are attending to satisfy personal interests, give this as their reason. In the two years that this item pertaining to choice of school has been used, the diversity of special programs offered at City college appears to have lost some of its attractiveness as the prime reason for attending.

J. My main educational goal while at CCSF is to

1. transfer to a 4 year school
2. complete a 2 year degree program only
3. obtain a semiprofessional certificate
4. prepare for an entry level job
5. advance in present occupational field
6. change to a new occupation
7. determine my ability in a new occupational field
8. learn or improve my English
9. personal interest
0. other(specify)

	Day			Evening			Total
Item	'76	'78	'80	'76	'78	'80	'80
Transfer	48.5	43.0	47.6	20.7	18.4	19.8	36.2
2 Yr Prog.	22.0	16.3	14.8	8.6	5.9	6.7	11.5
Certificate	#	#	6.4	#	#	6.6	6.5
Entry Level	4.8	4.6	4.8	2.8	3.2	2.4	3.8
Job Advance	3.4	5.3	4.0	14.3	14.4	15.5	8.7
Change Job	2.9	4.9	5.8	9.0	8.8	10.2	7.6
Determine Ability	2.9	5.3	3.9	8.9	10.1	5.8	4.6
Improve Engl.	0.9	1.6	1.9	1.[illegible]	2.2	2.5	2.2
Pers.Interest	6.8	8.0	9.2	25.3	25.1	27.5	16.7
Other	1.7	5.4	1.6	3.9	8.9	3.0	2.2
Undecided	6.1	5.6	*	4.9	3.0	*	*
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

\# Grouped under 2 year occupational programs in 1976 and 1978.
* Not asked in 1980.

The intention to prepare for transfer to a four-year school remains the dominant goal among City College students, more than one out of every three students indicating this intention. Among day students, Chinese students constitute thirty percent of all students citing this goal, since it is the stated goal of fifty-eight percent of all Chinese day students. Similarly, while Black students represent only twelve percent of students aspiring to transfer, it is the stated aspiration of about half of all Black day students. The percentage of White students planning to transfer is the lowest of any of the major ethnic groups, in part because about seventy-five percent of all City college day students who already hold a degree are White.

Taking courses out of a personal interest shows increases in both day and evening as do the relatively small percentages whose primary goal is to improve their English language skills.

K. The number of units I am taking this semester is

1. 3 or less
2. 4 to 6
3. 7 to 9
4. 10 to 11
5. 12
6. 13 to 15
7. 16 or more

	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
3 or less	2.6	5.2	6.4	43.0	46.0	46.1	22.8
4 - 6	6.4	10.5	12.1	33.4	32.9	32.4	20.4
7 - 9	10.3	12.2	13.6	14.2	12.9	12.6	13.2
10 - 11	25.4	27.3	9.8	2.3	4.8	2.3	6.7
12	*	*	17.1	*	*	3.0	11.3
13 - 15	34.9	29.8	27.1	2.3	1.8	2.0	16.8
16 or more	20.4	15.0	13.9	1.8	1.6	1.6	8.8
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* 10 - 12 units in 1976 and 1978.

Since the percentage of day students who state that they are full-time employed is increasing (page 22), it is not surprising that the percentage of these students who are taking thirteen or more units is dropping from Fall to Fall.

L. The last time I took a City College class was

1. Summer 1980
2. Spring 1980
3. Fall 1979
4. more than a year ago
5. never

	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
Past Summer	26.4	*	23.3	16.5	*	17.6	20.9
Prev. Spring	48.2	52.5	36.5	45.5	54.8	32.4	34.8
Prev. Fall	#	6.9	6.6	#	29.3	8.6	7.4
Over 1 Year	2.9	7.4	6.8	12.2	16.8	15.3	10.4
Never	22.5	33.2	26.8	28.4	28.4	26.1	26.5
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* No Summer School in 1978.
# "Previous academic year" in 1976.

The absence of summer school in 1978 disrupts the continuity of this item. However, generally speaking, the percentage of students responding to "Never" should show agreement with the Registrar's figures for "new students". The S.I.Q. data indicate that the percentage of new students dropped in 1980. In fact, it has increased from 32% of day enrollment in Fall 1978, to 32.7% in Fall 1979, and was 34.2% in Fall 1980. The survey undercounted new students.

H. The total time (including semesters already completed) that I expect to attend CCSF is

1. one semester
2. one year
3. one and a half years
4. two years
5. one and a half years
6. three or four years
7. more than four years
8. don't know

	Day			Evening			Total
	#	#	'80	#	#	'80	'80
One semester			6.2			5.4	5.8
One year			10.6			9.7	10.2
3 semesters			6.3			6.9	6.6
Two years			27.3			15.8	22.6
5 semesters			16.2			7.4	12.6
3 or 4 yrs.			15.0			12.4	13.9
Over 4 yrs.			3.3			7.2	4.9
Don't know			15.1			35.2	23.4
			100.0%			100.0%	100.0%

New item, not on previous questionnaires.

These data are mildly contaminated by those respondents who interpreted the item as asking for time previously spent at the College. The modal response of two years, however, reflects the traditional belief that community college programs require four semesters for completion. When these responses are broken down by stated educational goals (Item J), the modal response for most subgroups is also two years, irrespective of the goal. (The only exceptions are from those who are seeking to improve their occupational situation, or to improve English language skills, and, not surprisingly, those who are studying to satisfy personal interest. These groups tend to select the alternative "Don't know".)

Students who responded with longer periods of time may be non-traditional but have a more realistic view. Students graduating from City College in the academic year 1978-79 attended on the average for three years, (median 5.8 semesters), and the maximum was 24 semesters.

N. My job situation now is

1. full-time employed, 30 hours or more
2. regualr part-time work at CCSF
3. regular part-time work not at CCSF
4. occasional part-time work
5. looking for work through CCSF Placement Office
6. looking for work through other sources
7. full-time homemaker
8. will not be working

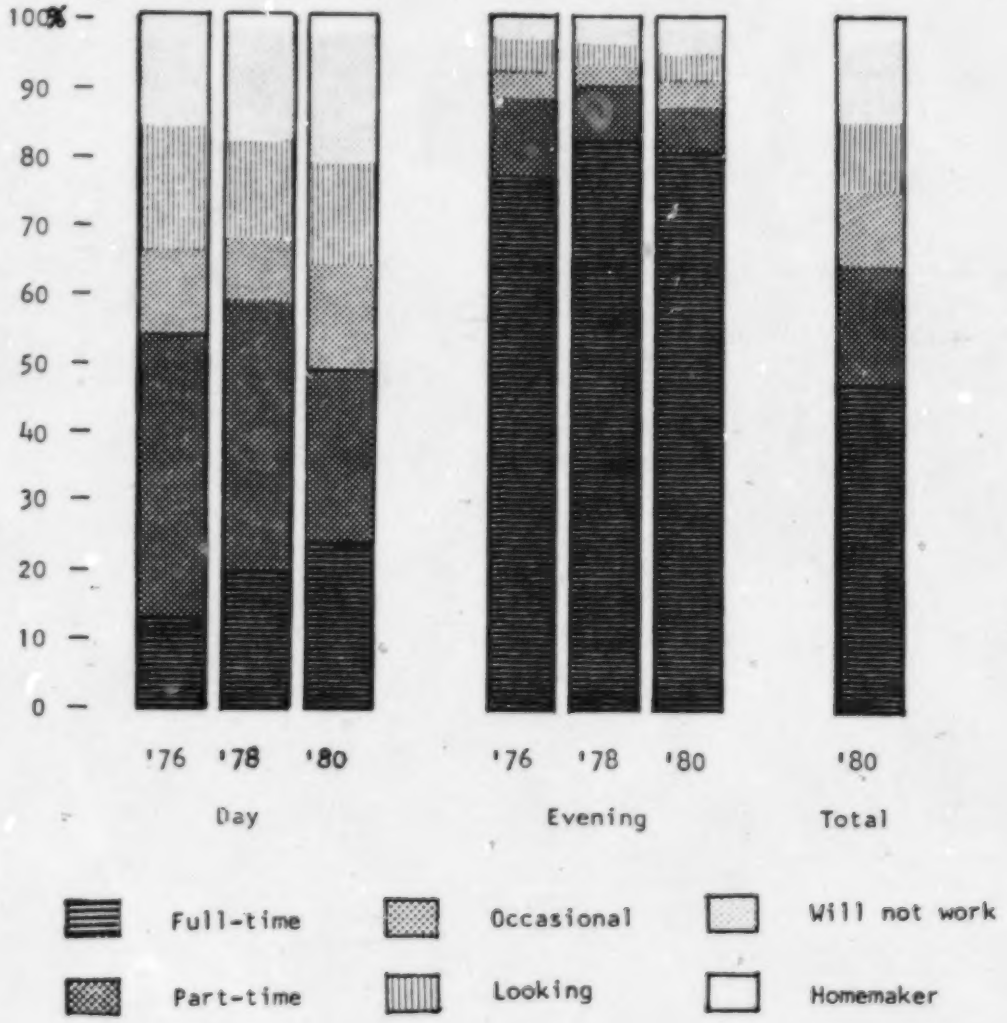
	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
Full-time	13.0	19.9	23.6	77.1	82.6	80.9	47.2
Pt-time CCSF	5.9	5.7	4.2	1.2	0.9	0.7	2.8
Pt-time other	35.5	33.4	20.7	9.5	6.7	5.7	14.5
Some pt-time	11.6	9.2	15.0	3.6	2.5	3.6	10.3
Looking CCSF	7.3	6.8	6.7	2.5	1.2	0.5	4.1
Looking other	10.6	6.7	8.1	2.9	1.9	3.3	6.1
Homemaker	*	2.5	3.6	*	1.3	1.8	2.9
Will not work	16.1	15.8	18.1	3.2	2.9	3.5	12.1
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Not asked in 1976.

In the four-year period spanned by this survey, the number of day students who state that they will be working full-time while attending college has almost doubled. Percentages of those working part-time, however, have fluctuated over this period, and the one in four students with regular part-time work is considerably less than the forty percent in 1976. In spite of the age increase among day students, there is also an increased percentage of these students who state that they do not intend to work while taking courses at City College. Percentages of part-time workers have been dropping steadily among evening students.

Employment Status of City College Day and Evening Students.

Fall 1976 to Fall 1980



RCM

O. P. The two student services I will use most (in order of their importance) are

1. career counseling and guidance
2. educational and program planning
3. job placement assistance
4. student financial aid
5. child care
6. personal problems counseling
7. individual tutoring
8. health services
9. none

First Student Service:

	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
Career Guid.	26.3	18.3	28.4	23.8	19.3	23.2	26.3
Educ. Planing	10.6	8.7	11.0	14.1	12.5	12.7	11.7
Job Placemnt	27.3	17.5	10.6	12.4	9.0	5.4	8.4
Financial Aid	*	23.5	17.3	*	7.7	4.5	12.0
Child care	*	1.9	1.8	*	2.1	1.0	1.4
Pers. Counsel.	6.9	5.6	1.4	6.8	5.3	0.8	1.2
Tutoring	6.1	4.4	3.7	4.6	4.2	2.4	3.2
Health Serv.	*	3.2	2.9	*	2.9	1.4	2.3
None	14.7	16.9	22.9	28.5	37.0	48.6	33.5
Other	8.1	#	#	9.8	#	#	#
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Not asked in 1976.
\# Not asked in 1978 and 1980.

Second Student Service:

	Day			Evening			Total
	#	#	'80	#	#	'80	'80
Career Guid.			7.8			6.5	7.3
Educ. Planning			15.8			14.2	15.1
Job Placemnt			11.2			5.0	8.6
Financial Aid			9.8			3.4	7.2
Child Care			1.2			0.7	1.0
Pers. Counsel.			2.2			1.2	1.8
Tutoring			5.2			2.4	4.1
Health Serv.			4.0			1.7	3.0
None			42.8			64.9	51.9
			100.0%			100.0%	100.0%

\# New item, not on previous questionnaires.

Assessing Student Services needs accurately is questionably reliable when the respondent is restricted to a single alternative. The present survey attempted to circumvent this restriction by providing the opportunity for a second response to the item.

However, the most conspicuous trend emerging over the survey period has been that of the increasing percentages of students, both day and evening, who express independence from any of the student services offered: more than one in five day students and almost fifty percent of those who attend classes in the evenings.

For both groups, day and evening, desire for career guidance is the conspicuous priority. Of those respondents who expressed an interest in Student Services in Question 8, about seventy-five percent selected a second alternative as well, but students expressing a need for career guidance tended not to take advantage of this option. Students expressing the need for financial aid also tended to cite this need to the exclusion of a second choice.

Q. In general, the classroom instruction I have received at City College has been

	Day		Evening		Total
	*	'80	*	'80	'80
Excellent		13.2		21.6	16.7
Good		34.6		41.1	37.3
Average		18.0		12.3	15.6
Fair		6.9		3.7	5.6
Poor		1.2		0.7	1.0
New Student		26.1		20.6	23.8
		100.0%		100.0%	100.0%

* New item, not on previous questionnaires.

The twenty-six percent of new day students ('Never' attended in Item L, page 20), were not confused by this item since they participated in the survey prior to the beginning of instruction. It is clear, however, that a considerable number of the twenty-six percent of evening students surveyed in class during the fourth or fifth week of the semester, apparently felt free to make a judgment on limited observation. This accounts for the apparent discrepancy between the tally of 'new' students on the two items.

Appreciation of faculty performance differed along both age and ethnic lines. Thirty percent of Chinese day students rated instruction 'average' compared to the over-all day eighteen percent), and another ten percent rated it as 'fair'. Twenty percent of White day students rated instruction 'excellent'. More than fifty percent of older students, age 55 and over, considered the instruction they had received as excellent.

R. The approximate total annual income of my household is **

1. $ 999 or less
2. $1,000-2,999
3. $3,000-4,999
4. $ 5,000- 9,999
6. $10,000-14,999
6. $15,000-19,999
7. $20,000-29,999
8. $30,000-39,999
9. $40,000 or more

	Day			Evening			Total
	'76	'78	'80	'76	'78	'80	'80
Parent support	*	26.9	*	*	2.0	*	*
None	34.3	13.1	*	5.5	3.2	*	*
$999 or less	15.5	9.5	9.4	4.0	4.3	3.4	6.8
$1- 2,999	18.9	13.7	9.4	5.4	3.7	3.5	6.8
$3- 4,999	11.3	13.0	12.8	6.6	5.8	4.1	8.9
$5- 9,999	10.5	11.2	17.0	27.3	22.7	12.2	14.9
$10-14,999	4.7	6.7	17.8	24.6	27.1	25.0	21.0
$15-19,999	2.4	3.1	11.5	13.4	13.9	16.5	13.7
$20-29,999	1.7	2.8	11.8	10.2	17.3	18.4	14.7
$30-39,999	0.7	*	5.4	3.0	*	9.8	7.3
$40,000- over	*	*	4.9	*	*	7.1	5.9
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

** IN 1977 AND 1978, PERSONAL, NOT HOUSEHOLD INCOME WAS ASKED FOR.
* Not asked on these surveys.

The income figures for 1976 and 1978 can not be compared with those for 1980, since the alternatives have been changed, but more importantly, the most recent survey form asked for 'household' income rather than 'personal' income, as was the case previously.

The median household income reported by day students was $10,380; that by evening students was $15,530. In general, day students were reporting income earned by a parent or other head of household, and the accuracy of their knowledge of this figure is challengeable. By and large, however, evening students were reporting their own income, and these figures are probably more reliable.

The survey form (see Appendix, page 36), was prefaced with a question designed to categorize respondents by major or principal area of interest:

In what subject area do you plan to take most of your courses ?

Day

	Percent Response	Median age	Percent male	A.A. or more
English	5.5	22.8	46.2	6.9
Fine Arts	9.6	25.2	42.4	25.3
Foreign Language	1.7	26.4	42.5	36.8
Social Science	5.0	22.2	45.6	11.1
Phys. Science	6.0	22.3	56.8	16.4
Physical Educ.	2.1	23.3	42.4	20.0
Nursing	6.2	24.8	14.5	21.4
Other Health	4.9	21.5	28.0	14.4
Engineering Tech.	11.6	21.3	86.6	11.6
Other Tech.	5.0	22.9	67.0	18.7
Computer Sci.	9.6	20.6	51.3	11.1
Accounting	6.5	20.6	41.0	10.5
Secretarial	2.0	20.1	5.9	5.5
Other Business	9.9	20.8	40.5	10.9
Other	13.9	22.9	49.3	18.2

Engineering Technology, Computer Science, Business and Fine Arts account for almost fifty percent of all responses. Engineering students are primarily male, although thirteen percent female was probably unheard-of a decade ago. Engineering students tend to be younger students, and slightly over one third are Chinese.

With the exception of Fine Arts and Foreign Language courses, minority students constitute majorities in all of these classifications. Over eighty percent of the day students in Computer Science are from minority groups.

Evening

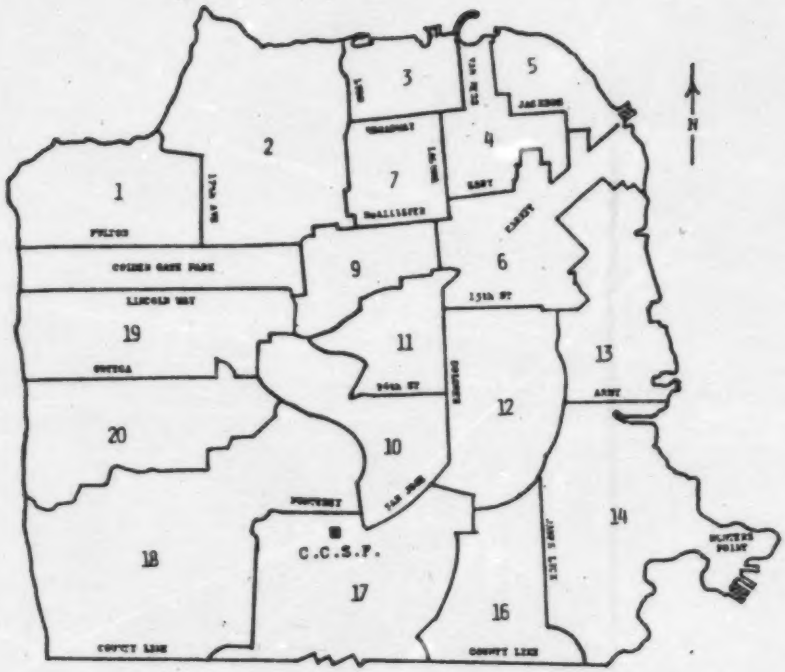
	Percent Response	Median age	Percent male	A.A. or more
English	4.9	31.9	41.1	23.2
Fine Arts	7.7	30.0	44.7	47.1
Foreign Language	5.2	30.9	43.9	61.2
Social Science	4.9	29.6	47.1	21.1
Phys. Science	3.7	28.6	51.6	38.5
Physical Educ.	5.3	29.3	33.8	57.9
Nursing	2.8	27.7	15.3	32.1
Other Health	2.5	27.5	25.3	30.5
Engineering Tech.	5.6	27.2	87.4	27.9
Other Tech.	2.9	29.8	72.6	39.0
Computer Science	12.8	28.5	52.1	38.4
Accounting	8.2	28.3	40.0	31.4
Secretarial	1.1	25.8	7.7	15.4
Other Business	20.4	30.2	46.3	42.8
Other	11.9	29.9	43.0	42.3

Interest in business courses, where a large percentage of evening students already have at least an Associate degree, dominate Evening programming. As was true of day classes, a high percentage of evening students is also interested in Computer Science. Among evening students, minority students constitute about two-thirds of those taking Engineering and Computer Science courses, but, in general, the majority of students in these listed courses in the evening are White.

3. Residence by Planning Areas.

For purposes of identifying the students' places of residence, San Francisco is divided into 18 planning areas roughly equivalent to the postal ZIP Code areas. Six additional planning areas are used to identify the place of residence of students from the California counties contiguous with the City and County of San Francisco. (There are no planning areas numbered 8 and 15, these having been absorbed into adjacent areas prior to 1976.) The following tables and figures identify the planning areas and show the percentage of the student body coming from each. Comparable figures for Fall 1978 are shown, as well as combined day and evening totals.

There are few notable changes in the distribution of residences when 1980 figures are compared with those from 1978. As a general rule, areas more distant from the campus tend to show reduced percentages; those nearest to City College indicate gains. The percentage representation from the Richmond district (Area 1) dropped in both day and evening, whereas, the Outer Mission (Area 17) and the Inner Mission (Area 12) now provide almost one out of every five day students. The percentages of out of county students have also increased, a reflection of the relaxed procedures for crossing district lines.



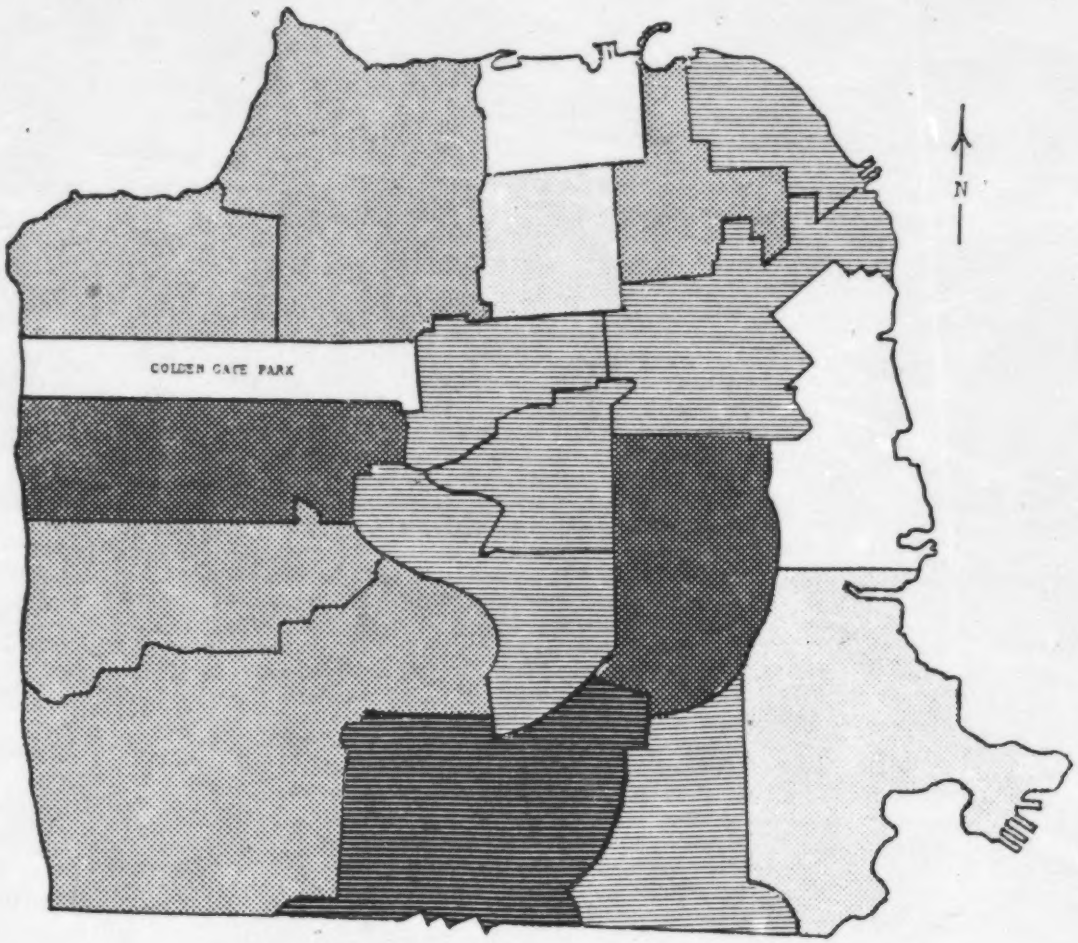
Place of Residence of City College Day and Evening Students

Fall 1978 - 80.

Planning Area	Day		Evening		Total
	1980	1978	1980	1978	1980
1. Richmond	6.4	7.5	6.0	7.2	6.2
2. Presidio	6.0	6.5	6.1	6.8	6.1
3. Marina	1.2	1.5	2.1	2.2	1.6
4. China/Downtown	7.2	6.7	6.8	5.9	7.0
5. North Beach	4.9	5.6	3.0	2.5	4.1
6. Market Street	4.1	3.9	3.6	3.5	3.9
7. West. Addition	2.7	3.3	2.8	3.2	2.8
9. Haight/Ashbury	4.7	5.2	5.0	5.7	4.8
10. Noe Valley	3.8	4.4	5.2	5.6	4.4
11. Eureka Valley	3.9	4.4	5.0	5.6	4.4
12. Inner Mission	9.4	8.5	8.5	7.7	9.0
13. Potrero	1.2	1.2	1.1	1.0	1.2
14. Bayview/H. Pt.	2.9	3.3	2.0	2.2	2.5
16. Portola	5.1	4.9	4.4	3.8	4.8
17. Outer Mission (CCSF)	10.4	9.1	9.4	9.8	10.0
18. Lake Merced	6.1	6.3	5.8	5.8	6.0
19. Sunset	8.2	8.0	7.9	7.5	8.1
20. Parkside	6.9	6.4	5.9	5.7	6.5
Other counties	4.9	3.3	9.3	8.3	6.7
Totals	100.0%	100.0%	100.0%	100.0%	100.0%

Distribution of Residence of City College Day & Evening Students.

Fall 1980



Less than 2 %

2 - 3 %

4 - 5 %

6 - 7 %

8 - 9 %

10 % or more

RCH

Data on the distribution of ethnic groups provides a demographic plan of San Francisco. The city may be a "salad bowl", but it is not a "melting pot". The following tables show those planning areas that cumulatively contribute approximately eighty percent of each of the major ethnic groups attending City college, as well as those areas that contribute less than one percent of each group. (The remaining approximately twenty percent of each group is distributed in small percentages throughout those areas that have been left blank.)

Ethnic Distribution by Planning Area - Day

	Black	White	Latino	Chinese	Filipino
1. Richmond	*	5.2		12.2	
2. Presidio		5.4		10.1	
3. Marina	*		*	*	*
4. China/Downtown		5.4		16.2	
5. North Beach	*		*	16.0	*
6. Market Street	7.6		3.6		6.2
7. West. Addition	9.4		*	*	
9. Haight/Ashbury	10.8	6.8		*	
10. Noe Valley		6.1	3.5		
11. Eureka Valley	*	7.9	5.0	*	
12. Inner Mission	5.1	8.6	31.6		13.5
13. Potrero			*	*	
14. Bayview/H. Pt.	16.6	*		*	
16. Portola	8.6		4.9	5.7	11.3
17. Outer Mission	13.0	7.8	23.6		26.3
18. Lake Merced	8.5	8.2	4.0		3.4
19. Sunset		9.2		11.2	8.8
20. Parkside		8.7		9.7	5.6
San Mateo County			4.4		5.4
Totals	79.7%	79.4%	80.5%	81.0%	80.6%

* Less than 1% from this planning area.

Among major minority groups, a limited number of planning areas house more than ten percent of their representation on campus. Two areas, Inner Mission (12) and Outer Mission (17), provide residences for fifty-five percent of the Latino day students and almost forty percent of the Filipino groups.

Ethnic Distribution by Planning Area - Evening.

	Black	White	Latino	Chinese	Filipino
1. Richmond		5.6		12.5	3.4
2. Presidio		6.1		10.1	
3. Marina	*		*		*
4. China/Downtown		6.7		13.8	
5. North Beach	*		*	12.1	*
6. Market Street	7.4				5.4
7. West. Addition	8.7		*	*	
9. Haight/Ashbury	9.3	6.9		*	
10. Noe Valley		6.4	7.0		3.4
11. Eureka Valley		7.8	4.9	*	
12. Inner Mission		8.1	27.0		8.8
13. Potrero	*		*	*	
14. Bayview/H. Pt.	13.8	*	*	*	
16. Portola	8.4		4.1		11.8
17. Outer Mission	11.4	6.5	20.4	4.8	24.1
18. Lake Merced	8.7	6.0	4.9	4.4	
19. Sunset		8.4	4.6	11.8	7.8
20. Parkside	*	6.9		9.7	5.0
Alameda County	5.6			*	
San Mateo County	5.7	4.7	7.0		14.7
Totals	79.0%	80.1%	79.9%	79.2%	84.4%

* - Less than 1% from this planning area.

Residential patterns are not greatly altered when the home addresses of evening students are compared with those of the day. The distributions for Blacks, Whites, and Latinos are close to identical. San Mateo county is a large contributor to evening enrollment and close to fifteen percent of Filipino evening students reside in that county.

Primary Modes of Transportation.

	Day			Evening #		
	Car *	MUNI	BART	Car *	MUNI	BART
1. Richmond	38.5	57.2	1.6	70.3	24.2	2.7
2. Presidio	42.4	53.1	0.9	67.5	26.6	2.7
3. Marina	53.2	32.1	11.0	73.7	18.9	5.3
4. China/Downtown	24.3	48.6	25.2	49.4	32.3	15.6
5. North Beach	34.8	41.5	21.8	59.2	20.4	15.5
6. Market Street	19.7	59.3	19.7	40.6	43.1	15.0
7. West. Addition	32.4	60.7	4.3	67.8	28.9	3.3
9. Haight/Ashbury	27.5	63.8	3.8	56.5	37.9	2.8
10. Noe Valley	49.7	33.3	3.7	78.7	10.3	1.3
11. Eureka Valley	36.7	52.4	5.8	60.9	34.3	2.6
12. Inner Mission	35.7	49.9	9.6	63.4	28.1	4.9
13. Potrero	48.5	37.9	9.7	72.2	20.4	5.6
14. Bayview/H. Pt.	32.8	62.1	3.1	76.0	22.7	1.3
16. Portola	37.9	57.1	1.4	78.8	18.6	1.3
17. Outer Mission	33.1	35.4	2.7	64.4	15.5	1.5
18. Lake Merced	43.5	32.6	2.1	69.6	15.2	2.1
19. Sunset	47.4	46.2	2.1	72.2	24.8	1.5
20. Parkside	47.1	49.8	0.8	78.8	18.4	1.3
Other counties	52.1	23.1	19.7	84.1	7.0	7.7
CCSF Campus Totals	38.3	46.4	7.8	68.1	22.4	4.4

* Includes 'Car as passenger'
# Excludes off-campus classes.

With very few exceptions, the automobile, the MUNI system, and BART account for more than ninety-six percent of the transportation means of day students. An even higher percentage of evening students uses these three methods for their commute from their respective planning areas to the campus. (Evening students from Areas 7 and 14 use these means exclusively). The exceptions, both in the day and in the evening, are those students from Noe Valley (10), from Lake Merced (18), and from the Outer Mission (17) where City College is located. Twenty-five percent of day students and seventeen percent of evening students from Area 17 walk to the college.

When compared to figures on evening students in 1978, the reduction in the use of the automobile appears to be uniform across all planning areas. Nevertheless, the fact that sixty percent of the smaller evening group do use cars indicates that more student automobiles come to this area in the evening than is true in the day.

Median Household Income by Planning Area.

		Day	Evening
1.	Richmond	$ 11,970.	$ 15,990.
2.	Presidio	10,290.	15,800.
3.	Marina	15,360.	17,840.
4.	China/Downtown	7,890.	13,070.
5.	North Beach	9,370.	14,500.
6.	Market Street	4,610.	11,620.
7.	West. Addition	6,457.	14,200.
9.	Haight/Ashbury	6,270.	13,750.
10.	Noe Valley	13,170.	18,540.
11.	Eureka Valley	8,370.	14,880.
12.	Inner Mission	7,990.	12,450.
13.	Potrero	6,910.	16,460.
14.	Bayview/Hunters Pt.	9,420.	13,330.
16.	Portola	11,130.	17,140.
17.	Outer Mission	12,020.	16,230.
18.	Lake Merced	17,200.	21,610.
19.	Sunset	11,720.	17,220.
20.	Parkside	14,860.	19,020.
Other Counties		14,480.	19,100.
Median Income		10,380.	15,530.

When personal income by planning area for evening students in 1978 is compared with the household income reported by evening students in 1980, the correlation is + .947. In spite of the difficulties in obtaining accurate income information, the impressive consistency over a two-year period lends credence to the validity of these data.

APPENDIX

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT — CITY COLLEGE OF SAN FRANCISCO

STUDENT INFORMATION QUESTIONNAIRE

FALL 1980

____Day – Registration

____Evening – In Class

The information compiled from this survey will be used for planning purposes to help meet the educational needs of all students at City College. No personal identification is used.

In what subject area do you plan to take most of your courses? ..... ____

1. English & Letters
2. Fine Arts
3. Foreign Languages
4. Social Sciences
5. Physical Sciences
6. Physical Education
7. Nursing
8. Other Health Related
9. Engineering Technologies
10. Other Technologies
11. Computer & Info Sciences
12. Accounting
13. Secretarial
14. Other Business - (specify) _____
15. Other - (specify) _____

FOR EACH QUESTION, CIRCLE THE NUMBER OF THE *ONE* ANSWER THAT BEST DESCRIBES YOU. WRITE THAT NUMBER IN THE APPROPRIATE SPACE IN THE COLUMN AT THE RIGHT, BUT, FIRST, WRITE YOUR HOME ZIP CODE IN THE SPACE BELOW.

ZIP CODE of my home address is [ ][ ][ ][ ][ ]

BEST COPY AVAILABLE

A. Sex ..... A. ____
1. male 2. female

B. Age (at last birthday) ..... B. ____
1. under 18 3. 20 5. 25 - 29 7. 35 - 44 9. 55 - 64
2. 18 - 19 4. 21 - 24 6. 30 - 34 8. 45 - 54 0. 65 or older

C. Race or ethnic background ..... C. ____
1. Alas. Nat. Amer. Ind. 3. White (not Hispanic) 5. Chinese 7. Japanese 9. Other Asian/Pac. Islander
2. Black (not Hispanic) 4. Hispanic/Latino/Chicano 6. Filipino 8. S.E. Asian 0. Other (specify) _____

D. Citizenship status ..... D. ____
1. U.S. citizen - native born
2. U.S. citizen - naturalized
3. permanent resident (green card)
4. refugee - parolee - S.E. Asia
5. refugee - parolee - U.S.S.R.
6. refugee - parolee - Central, S. America
7. refugee - parolee - other
8. visitor visa
9. student visa (I - 20)
0. other visa (specify) _____

E. I am a U. S. military veteran ..... E. ____
1. prior to Vietnam 2. Vietnam era 3. post-Vietnam 4. no U.S. military service

F. I *usually* get to my City College classes mainly by ..... F. ____
1. car, I drive 3. bus/streetcar 5. bicycle 7. motorcycle
2. car as passenger 4. BART 6. walking 8. other

G. During this semester I will live ..... G. ____
1. with my spouse 3. with my parent(s) 5. with friend(s)
2. as a single parent 4. with other relative(s) 6. by myself

H. In the United States, the highest diploma, certificate or degree I have received is ..... H. ____
1. education not in the U.S.
2. did not complete elementary school
3. elementary school
4. high school
5. G.E.D. or Proficiency Cert.
6. occupational certificate
7. community college (AA or AS)
8. college or university (BA or BS)
9. post graduate (MA, PhD, MD . . .)

I. My *main* reason for choosing City College instead of other colleges was ..... I. ____
1. parent advised
2. high school advised
3. CCSF student recommended
4. to live at home
5. no tuition
6. special programs available
7. friend(s) go here
8. CCSF publicity
9. other (specify) _____

J. My main educational goal while at CCSF is to ..... J. ____
1. transfer to a 4 year school
2. complete a 2 year degree program only
3. obtain a semiprofessional certificate
4. prepare for an entry level job
5. advance in present occupational field
6. change to new occupation
7. determine my ability in new occupational field
8. learn or improve my English
9. personal interest
0. other (specify) _____

K. The number of units I am taking this semester is ..... K. ____
1. 3 or less 2. 4 to 6 3. 7 to 9 4. 10 or 11 5. 12 6. 13 to 15 7. 16 or more

L. The last time I took a City College class was ..... L. ____
1. Summer 1980 2. Spring 1980 3. Fall 1979 4. more than a year ago 5. never

M. The total time (including semesters already completed) that I expect to attend CCSF is ..... M. ____
1. one semester 3. one and a half years 5. two and a half years 7. more than four years
2. one year 4. two years 6. three or four years 8. don't know

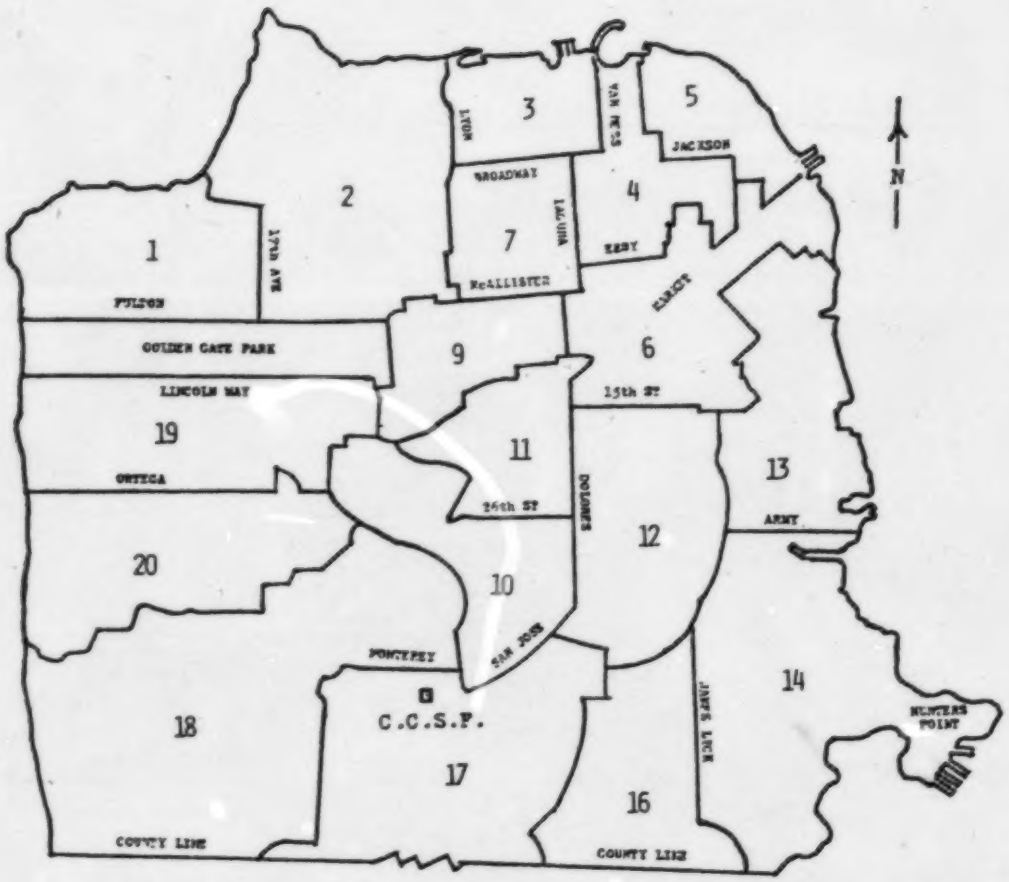
N. My job situation now is ..... N. ____
1. full-time employed, 30 hours or more
2. regular part-time work at CCSF
3. regular part-time work not at CCSF
4. occasional part-time work
5. looking for work through CCSF Placement Office
6. looking for work through other sources
7. full-time homemaker
8. will not be working

O. P. The *two* student services I will use most (in order of their importance) are ..... O. ____ P. ____
1. career counseling and guidance
2. educational and program planning
3. job placement assistance
4. student financial aid
5. child care
6. personal problems counseling
7. individual tutoring
8. health services
9. none

Q. In general, the classroom instruction I have received at City College has been ..... Q. ____
1. excellent 2. good 3. average 4. fair 5. poor 6. new student - no classes yet

R. The approximate total annual income of my household is ..... R. ____
1. $ 999 or less 3. $3,000 - 4,999 5. $10,000 - 14,999 7. $20,000 - 29,999 9. $40,000 or more
2. $1,000 - 2,999 4. $5,000 - 9,999 6. $15,000 - 19,999 8. $30,000 - 39,999

S. EVENING DIVISION ONLY: I have answered this questionnaire this semester ..... S. ____
1. in another Evening Class 2. in day registration 3. both 1 and 2 4. no



Identification of Planning Areas Used to Determine Student's Place of Residence.

STUDENT SURVEY DATA

Day School
Fall 1980

	Daily			Cumulative		
Date	Enroll	Surveyed	%	Enroll	Surveyed	%
13 Aug.	1347	851	63.2	1347	851	63.2
14	1164	742	63.7	2511	1593	63.4
15	1012	642	63.4	3523	2235	63.4
18	1408	1083	76.9	4931	3318	67.3
19	818	508	62.1	5749	3826	66.6
20	1236	789	63.8	6985	4615	66.1
21	1080	581	53.8	8065	5196	64.4
22	1013	634	62.6	9078	5830	64.2
25	1120	614	54.8	10198	6444	63.2
26	949	623	65.6	11147	7067	63.4
27	884	585	66.2	12031	7652	63.6
28	661	293	44.3	12692	7945	62.6
29	823	539	65.5	13515	8484	62.8
2 Sept.	766	484	63.2	14281	8968	62.8
5 - 19*	1016	327	32.2	15297	9295	60.8

* Late registration during Add and Drop period.

Table A - 1

STUDENT SURVEY DATA

Evening School

Fall 1980

Site	Classes	Returns	Percent
Arriba Juntas	1	1	100.0 %
Airport	2	2	100.0
Chinatown	16	13	81.2
C.C.S.F	413	371	89.8
Downtown	85	81	95.3
Public Library	2	1	50.0
Fire Dept.	3	2	66.7
Hunters Point	13	9	69.2
El Colegio	17	15	88.2
Presidio	2	2	100.0
Star	7	7	100.0
Skills Center	1	1	100.0
Sunset	9	7	77.8
Totals	571	512	89.7

Table A - 2

OCT 2 1981

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024